DOCUMENT RESUME

ED 278 584 SO 017 693

TITLE	School Television for Social Studies: A Competency-Based Matrix. Grades 9-12.
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE	Jan 85
NOTE	66p.; For grades K-3, see ED 276 673.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Competency Based Education; High Schools; Instructional Materials; *Learning Activities; Nonprint Media; *Social Studies; *Teaching Guides; Teaching Methods; *Television Curriculum
IDENTIFIERS	North Carolina

ABSTRACT

School television programs are keyed by this matrix to social studies competency-based curriculum objectives for grades 9-12. The matrix covers 7 television series. The first 2 series, "Consumer Connection" and "Consumer Squad," each contain 7 programs recommended for grade 9 legal, political, and economic systems studies. "Equal Justice under Law" contains 5 programs intended for advanced grade 9 economic, legal, and political systems studies and grades 11 and 12 U.S. history and government studies. "Give and Take" contains 12 programs which are appropriate for grade 9 economic, legal, and political systems studies and grade 12 economics study. "Soviet Style" contains 5 programs recommended for grade 10 world studies and knowledge courses. "Summer of Judgement--The Watergate Hearings" contains 4 programs which are appropriate for advanced grade 9 economic, political, and legal systems studies; grade 11 U.S. history; and grade 12 government. "Tax Whys" contains 6 programs which are recommended for grade 9 economic, legal, and political systems studies and grade 12 economics. "Ways of the Law" contains 15 lessons which are appropriate for grade 9 economic, legal, and political systems studies; a grade 12 elective course in government; grade 10 world history; and grade 11 U.S. history. Program objectives and competency objectives which correspond with the teacher's guide are listed for each television series and grade level. Notes concerning special features of the programs are given. (APG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E. Brumback

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

School Television for Social Studies

A Competency-Based Matrix

Grades 9-12

BEST COPY AVAILABLE

INTRODUCTION

This matrix keys School Television programs to the Social Studies Competency-based Curriculum objectives, Grades 9-12. The project was directed by Jacqueline Heston, Social Studies Coordinator in the Northeast Regional Education Center, and Ken Rollins, Media Coordinator in the Region.

Six teachers produced this matrix:

Carolyn H. Boiter	Jamesville School	Martin County
Kay Crandall	Roanoke High School	Martin County
Lois Davis	Plymouth High School	Washington County
Pat James	Elizabeth City Jr. High School	Elizabeth City/Pasquotank
Joe Ann W. Jones	Farmville Central High School	Pitt County
Mike Terrell	Farmville Central High School	Pitt County

The following School Television series are included in this document:

CONSUMER CONNECTION (seven programs)
CONSUMER SQUAD (eight programs)
EQUAL JUSTICE UNDER LAW (six programs)
GIVE AND TAKE (twelve programs)
SOVIET STYLE (five programs)
SUMMER OF JUDGMENT (four programs)
TAX WHYS (six programs)
WAYS OF THE LAW (fifteen programs)

We feel confident this matrix will be a useful resource for every social studies teacher.

School Television Staff
Media and Technology Services
Department of Public Instruction
Raleigh, North Carolina 27611

June, 1985

SOCIAL STUDIES

Television Series: CONSUMER CONNECTION

Recommended Usage: Grade 9-Legal, Political, Economic Systems

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 1 "Taxes/Consumer Rights & Responsibilities	Identify the four rights and responsibilities in the Consumer Bill of Rights Specify three types of taxes and their uses List three sources of information needed to prepare personal income tax forms	13.1 Propose how individuals, laws and agencies can contribute to the resolution of specific conflicts between individuals 13.2 Suggest ways individuals and groups can settle disputes in and out of court *15.1 Describe the relationship between rights and responsibilities	
Program 2 "Landlord/Tenant Relations	Specify the four major elements of a lease Identify two obligations and responsibilities each of landlords and tenants in a lease agreement	13.1 Propose how individuals, laws and agencies can contribute to the resolution of specific conflicts between individuals 13.2 Suggest ways individuals and groups can settle disputes in and out of court *15.1 Describe the relationship between rights and responsibilities 13.3 Identify the issues in a given conflict and propose the options open to the parties in the conflict 13.4 Describe basic principles that might be involved in seeking a solution to a given conflict 15.11 State his/her formal and informal rights and obligations given a specific issue and/or problem	

SOCIAL STUDIES

Television Series: CONSUMER CONNECTION

Recommended Usage: Grade 9-Legal, Political, Economic Systems

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 3 "Budget"	Define the term "budget" Differentiate between fixed and flexible expenses Identify the types of financial records that should be kept and reasons for keeping them	*7.1 Explain the importance of savings for investment in capital goods 4.5 Cite examples of how the American economic system encourages private ownership of property and private initiative in economic activity	
Program 4 "Credit"	List three advantages and disadvantages of using credit Identify two areas where laws protect consumers in the use of credit	13.1 Propose how individuals, laws and agencies can contribute to the resolution of specific conflicts between individuals 13.2 Suggest ways individuals and groups can settle disputes in and out of court *15.1 Describe the relationship between rights and responsibilities *15.11 State his/her formal and informal rights and obligations given a specific issue and/or problem	
Program 5 "Insurance"	Define the term "insurance" List five basic types of insurance	*15.1 Describe the relationship between rights and responsibilities	
Program 6 "Legal Documents"	Give two examples of formal and informal contracts Specify the obligations of each party involved in legal documents Identify the four basic elements that make contracts legally binding	*15.1 Describe the relationship between rights and responsibilities 13.3 Identify the issues in a given conflict and propose the options open to the parties in the conflict	

Television Series: CONSUMER CONNECTION

Recommended Usage: Grade 9-Legal, Political, Economic Systems

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 6 (cont.)		13.1 Propose how individuals, laws and agencies can contribute to the resolution of specific conflicts between individuals 13.2 Suggest ways individuals and groups can settle disputes in and out of court	
Program 7 "Obtaining Services"	Identify the five key steps in decision making Apply the steps of the decision-making process to obtaining a service	*3.2 Demonstrate an explicit decision-making process, given a problem and a model on which to plot alternatives and criteria 3.3 Apply the decision-making process to a personal economic problem	

Television Series: CONSUMER SQUAD

Recommended Usage: Grade 9 Political, Economic, Legal Systems

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 1 "Everyone is a Consumer"	Define a consumer Name the mediums of exchange used today Identify the four rights and responsibilities in the consumer bill of rights	15.1 Describe the relationship between rights and responsibilities 15.11 State his/her formal and informal rights and obligations given a specific issue and/or problem	
Program 2 "Advertising"	Differentiate between needs and wants Indentify various sales techniques that may deceive the consumer	3.1 Determine opportunity cost, given a set of alternative choices 3.2 Demonstrate an explicit decision making process, given a problem and a model on which to plot alternatives and criteria 3.3 Apply the decision-making process to a personal economic problem	
Program 3 "Financial Planning"	Name at least three different ways of saving or investing money Describe how to use the Social Security System	3.2 Demonstrate an explicit decision-making process, given a problem and a model on which to plot alternatives and criteria 7.1 Explain the importance of savings for investment in capital goods *9.3 Compare the services offered to individuals and businesses by banks, credit unions, and thrift institutions	
Program 4 "Money Management"	Define a budget List the steps in developing a budget	7.1 Explain the importance of savings for investment in capital goods 3.3 Apply the decision-making process to personal economic problem	

Television Series: CONSUMER SQUAD

Recommended Usage: Grade 9 Political, Economic, Legal Systems

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 5 "Marketing Techniques"	Explain at least five marketing techniques that influence purchases List actions a consumer can take to offset the effectiveness of marketing	3.2 Demonstrate an explicit decision-making process, given a problem and a model on which to plot alternatives and criteria *3.3 Apply the decision-making process to a personal economic problem	
Program 6 "Customers Aids and Comparison Shopping"	Define at least three consumers aids used in shopping Explain the steps used in comparison shopping Differentiate among types of stores List three methods to pay for purchases	3.2 Demonstrate an explicit decision-making process, given a problem and a model on which to plot alternatives and criteria *3.3 Apply the decision-making process to a personal economic problem	
Program 7 "Consumer Redress"	List steps to take in seeking redress Identify consumer agencies that help with redress	*13.1 Propose how individuals, laws and agencies can contribute to the resolution of specific conflicts between individuals *13.2 Suggest ways individuals and groups can settle disputes in and out of court *13.3 Identify the issues in a given conflict and propose the options open to the parties in the conflict	
Program 8 "Energy & You"	Distinguish between renewable and non-renewable resources Describe the relationship that exists among the supply, use, and cost of energy Identify actions a consumer can take to reduce energy usage	4.1 Explain the impact of consumer choice when presented with appropriate examples of economic activity 4.2 Suggest the relationship between supply and demand from an appropriate case study	

SOCIAL STUDIES

Television Series: " EQUAL JUSTICE UNDER LAW"

Recommended Usage: Grade 9 Econ. Leg. & Pol. System Advanced Level

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
"Equal Justice Under Law: Marbury v. Madison"	To understand how judicial review of federal legislation was established in the United States To understand Chief Justice Marshall's interpretation of the constitutional basis for judical review of acts of Congress To understand the Federalist and Democratic-Republican positions on judical review To place the case in its political and historical context To understand the basic structure of the American judiciary	*12.1 Identify levels and branches of government 12.2 Cite examples of executive, judical and legislative functions of each level of government	
"McCulloch v. Maryland"	To understand the Supreme Court's interpretation of the relative powers of the federal and state governments in McCulloch v. Maryland To understand the Federalist and Democratic-Republican positions on states' rights To gain awareness of the impact of a strong federal government on American life	*12.1 Identify levels and branches of government 12.2 Cite examples of executive, judical and legislative functions of each level of government	
Gibbons v. Ogden	To understand the Supreme Court's interpretation of the relative powers of Congress and the states to regulate commerce	*12.1 Identify levels and branches of government	

SOCIAL STUDIES

Television Series: "EQUAL JUSTICE UNDER LAW"

Recommended Usage: Grade 11 & 12 U S History or Government (upper levels only)

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 1 "Marbury v. Madison"	To understand how judicial review of federal legislation was established in the United States	*7.6 Compare and contrast political events or actions in terms of their influence on nationalism and/or sectionalism.	
	To understand Chief Justice Marshall's interpretation of the constitutional basis for judical review of acts of Congress	5.2 Understand the process of how the Constitution was written and ratified	
	To understand the Federalist and Democratic-Republican positions on judical review	6.3 Identify problems facing the new nation and describe how they were solved or left unsolved	
	To place the case in its political and historical context	6.5 Identify and describe important individuals and events that developed in the period from 1789-1815	
	To understand the basic structure of the American judiciary		
Program 2 "McCullock v. Maryland"	To understand the Supreme Court's interpretation of the relative powers of the federal and state governments in McCulloch v. Maryland	*7.6 Compare and contrast political events or actions in terms of their influence on nationalism and/or sectionalism.	
	To understand the Federalist and Democratic-Republican positions on states' rights	5.2 Understand the process of how the Constitution was written and ratified	
	To gain awareness of the impact of a strong federal government on American life	6.3 Identify problems facing the new nation and describe how they were solved or left unsolved	
		6.5 Identify and describe important individuals and events that developed in the period from 1789-1815	

Television Series: "EQUAL JUSTICE UNDER LAW" Recommended Usage: Grade 9 Advanced Level Econ. Leg. & Pol. System

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Gibbons v. Ogden (cont.)	To gain awareness of the economic impact of the Supreme Court's decision in Gibbons v. Ogden To understand the role of the Supreme Court in shaping the Constitution To gain awareness of Chief Justice John Marshall's contribution to the judiciary	12.2 Cite examples of executive, judical and legislative functions of each level of government	
United States v. Burr	To gain awareness of due process of law--the procedural safeguards for a fair trial guaranteed by the United States Constitution To understand the precedents set by Chief Justice John Marshall for applying due process requirements even in highly controversial political trials To understand that every citizen is bound by the law of the land, whatever his social or political position To gain awareness of the uses and limits of executive privilege To understand the concept of treason and the reasons why the English and American definitions differ To better understand the philosophies, motives and values of Marshall, Jefferson and Burr	*10.3 Identify sources of authority for laws	

SOCIAL STUDIES

Television Series: "EQUAL JUSTICE UNDER LAW"

Recommended Usage: Grade 11 & 12 U.S. History or Government (upper levels)

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 3 "Gibbons v. Ogden"	To understand the Supreme Court's interpretation of the relative powers of Congress and the states to regulate commerce. To gain awareness of the economic impact of the Supreme Court's decision in Gibbons v. Ogden To understand the role of the Supreme Court in shaping the Constitution To gain awareness of Chief Justice John Marshall's contribution to the judiciary	*7.4 Describe phenomena that contributed to the growth of nationalism and/or sectionalism in the period 1815-1840 *Identify and state the influence that individuals had on nationalism or sectionalism in the period 1815-1850 *7.6 Compare and contrast political events or actions in terms of their influence on nationalism and/or sectionalism 5.2 Understand the process of how the Constitution was written and ratified 6.3 Identify problems facing the new nation and describe how they were solved or left unsolved 6.5 Identify and describe important individuals and events that developed in the period from 1789-1815	
Program 4 "United States v. Burr"	To gain awareness of due process of law--the procedural safeguards for a fair trial guaranteed by the United States Constitution To understand the precedents set by Chief Justice John Marshall for applying due process requirements even in highly controversial political trials		

SOCIAL STUDIES

Television Series: "EQUAL JUSTICE UNDER LAW" Recommended Usage: Grade 11 & 12 U.S. History or Government (upper levels)

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 4 (cont.)	To understand that every citizen is bound by the law of the land, whatever his social or political postion To gain awareness of the uses and limits of executive privilege To understand the concept of treason and the reasons why the English and American definitions differ To better understand the philosophies, motives and values of Marshall, Jefferson and Burr	*7.6 Compare and contrast political events or actions in terms of their influence on nationalism and/or sectionalism 5.2 Understand the process of how the Constitution was written and ratified 6.3 Identify problems facing the new nation and describe how they were solved or left unsolved 6.5 Identify and describe important individuals and events that developed in the period from 1789-1815	*the Watergate Hearings--relative to this case *this could be used in upper level 9th grade govt. class

Television Series: GIVE AND TAKE

Recommended Usage: Grade 9 Economic/Legal/Political
12 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 1 "You Choose; Scarcity and Personal Decision Making"	Explain why scarcity requires making choices Give examples of situations in which scarcity necessitates making choices Apply the decision-making model to personal economic situations	3.2 Demonstrate an explicit decision-making process, given a problem and a model on which to plot alternatives and criteria 3.3 Apply the decision-making process to a personal economic problem Skill-4.3 Draw conclusions Skill-4.4 Select a rational course of action	
Program 2 "We Choose: Scarcity And Social Decision Making	Explain why trade-offs among social goals are often required in public policy decisions Give examples of trade-offs among social goals in specific policy decisions Apply the decision-making model to public policy issues involving consumers	*3.4 Apply the decision-making process to a local, state or national economic problem 3.1 Determine opportunity cost, given a set of alternative choices 7.8 Resolve dilemmas 8.2 Engage in group decision making	More time is given to concept of opportunity cost in programs 3&4, but it is mentioned here
Program 3 "Let's Save: Opportunity Cost"	Define "opportunity cost" and give examples of the opportunity cost of saving Describe how various savings plans involve trade-offs among the goals of safety, liquidity, and return Apply the decision-making model to saving and spending decisions	*3.1 Determine opportunity cost, given a set of alternative choices 3.3 Apply the decision-making process to a personal economic problem 7.1 Explain the importance of savings for investment in capital goods *9.3 Compare the services offered to individuals and businesses by banks, credit unions, and thrift institutions	

Television Series: GIVE AND TAKE

Recommended Usage: Grade 9 Economic/Legal/Political
12 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 4 "Creditwise; Opportunity Cost"	Define "opportunity cost" and give examples of the opportunity cost of using credit Explain why interest charges are the cost of using credit and why they tend to be high in times of inflation Apply the decision-making model to credit decisions	3.1 Determine opportunity cost, given a set of alternative choices 3.3 Apply the decision-making process to a personal economic problem 9.1 Distinguish similarities and differences among cash, checks, and credit cards	
Program 5 "Where Do Jobs Come From? Derived Demand"	Describe how jobs are created or eliminated by changes in consumer, business, and governmental spending decision Give examples of the effects on workers of learning skills that enable them to improve their job opportunities	4.1 Explain the impact of consumer choice when presented with appropriate examples of economic activity 7.3 Explain the role of investment in human capital and capital goods as a means of increasing productivity 2.4 Read charts, graphs, and time lines found in a variety of sources 4.2 Suggest the relationship between supply and demand from an appropriate case study	Used in student handout Derived Demand
Program 6 "A Key to Productivity: Human Capital"	Define "productivity" and "increasing productivity" Explain the effects of increasing education and training for individuals and society Give examples of the effects on workers of learning skills that enable them to improve their job opportunities	3.1 Determine opportunity cost, given a set of alternative choices *7.3 Explain the role of investment in human capital and capital goods as a means of increasing productivity 7.4 Evaluate the impact of specialization and division of labor	

Television Series: GIVE AND TAKE

Recommended Usage: Grade 9 Economic/Legal/Political
12 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 9 "Market Prices: Supply and Demand"	Describe how prices influence consumer purchases Describe how prices influence people's income Explain how prices influence what is produced and in what quantities Explain, with examples, how changes in supply and demand affect consumers, workers, and business	4.1 Explain the impact of consumer choice when presented with appropriate examples of economic activity 4.2 Suggest the relationship between supply and demand from an appropriate case study 4.4 Describe how price changes in one product might influence the supply of and demand for another product or many other products	
Program 10 "Changing Market: Supply and Demand"	Describe how changes in demand lead to changes in price and in quantity supplied Describe how changes in supply lead to changes in price and in quantity demanded Distinguish between a change in demand and a change in quantity demanded, and between a change in supply and a change in quantity supplied	*4.2 Suggest the relationship between supply and demand from an appropriate case study 4.4 Describe how price changes in one product might influence the supply of and demand for another product or many other products	

Television Series: GIVE AND TAKE

Recommended Usage: Grade 9 Economic/Legal/Political
12 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 7 "Private or Public? Public Goods and Services"	Define the terms "non-exclusion" and "shared consumption" (joint use) Explain how the principles of "non-exclusion" and "shared consumption" (joint use) relate to the provision of public goods	2.5 Given a list of government services, students will indicate the importance of services and sources of revenue 5.3 Identify economic policies and activities that benefit but conflict with the well-being of other segments of society 5.4 Evaluate the costs and benefits of specific government expenditures	Public Goods and Services
Program 8 "Changing Taxes: Public Goods and Services"	Define and give examples of private and public goods and services Identify goods and services that can be provided by either public or private suppliers Explain the relation between the level of taxation and the amount of public goods and services provided by government Explain, with examples, how various types of taxes are used to pay for public goods and services	8.3 Identify examples of regressive, progressive, proportional, and ad valorem taxes and construct arguments for and against each *8.4 Explain the relationship between the levels of taxation and the volume of government goods and services provided	

Television Series: GIVE AND TAKE

Recommended Usage: Grade 9 Economic/Legal/Political
12 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 11 "Take Your Choice: Substitution"	Give examples of substitute goods for producers and consumers Describe why producers and consumers make substitutions when prices change Explain how producers of substitute goods and services become competitors	4.2 Suggest the relationship between supply and demand from an appropriate case study *4.4 Describe how price changes in one product might influence the supply of and demand for another product or many other products	
Program 12 "Why Competition? Market Structure"	Distinguish between competitive and monopoly prices Explain how competition contributes to lower prices and helps protect consumers Describe alternatives for dealing with monopolies	*4.3 Explain the role of competition in the United States economy 4.1 Explain the impact of consumer choice when presented with appropriate examples of economic activity	

Television Series: SOVIET STYLE

Recommended Usage: Grade 10
World Studies/Knowledge

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 1 "Farming...Soviet Style"	This program studies Soviet agricultural systems. The collective, state farms and agricultural private plots are examined. As these varied operations are studied, the roles and relationship of government, management, and workers are presented the relative productivity of each farm system also is presented.	4.3 Describe the major economic systems 4.4 Compare and contrast various historic and contemporary economic systems	
Program 2 "A People's Music... Soviet Style"	This program examines Soviet Culture, from highly regarded professional troupes to amateur groups who have achieved high standards. Finally, the program shows how traditional songs and dances are kept alive by all the people	6.5 Understand that a significant result of growth of nations and the Industrial Revolution was the encouragement of literature and the arts 6.6 Understand that the twentieth century with its wars, depressions, and revolutions had an impact on the arts	
Program 3 "Politics...Soviet Style"	A brief background on the Russian Revolution provides the basis to examine the tumultuous history of politics in Post-Czarist Russia. The role of Lenin in the establishment of the Soviet State, Stalin in WW II, and reconstruction and party members in contemporary Soviet politics combine to provide us with an understanding of this subject. Finally, the question of changes in Soviet politics is raised.	2.7 State the causes and consequences of the two world wars and discuss the tremendous changes that have occurred throughout the 20th century world *3.2 Trace the evolution of a nation's government 3.3 Describe the structure and function of various forms of government 3.4 Compare and contrast the rights of citizens in various periods of history 3.5 Compare and contrast various forms of government in terms of their efficient performance	

Television Series: "SUMMER OF JUDGMENT"
"The Watergate Hearings"

Recommended Usage: Grade 9th-Econ., Political, Legal
Advanced Level

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
"The Watergate Committee"	Details the formation of the Watergate Committee and the early days of hearings. Issues discussed are public interest in the hearings, the role of humor, and ethics.	*12.1 Identify levels and branches of government *12.2 Cite examples of executive, judicial and legislative functions of each level of government (These are applicable for all four programs)	
"John Mitchell and John Dean: Profiles and Testimony"	Deals with the testimony of John Mitchell and John Dean, each of whom were questioned on the role of the President in Watergate.		
"The White House Tapes"	Describes the committee's discovery of Nixon's taped conversations, and recounts the testimony of top aide, John Ehrlichman.		
"Dirty Tricks"	Details Haldeman's testimony on "Dirty Tricks" of the Nixon campaign, the House Committee impeachment procedures, and effects of Watergate on the American political system.		

Television Series: SOVIET STYLE

Recommended Usage: Grade 10
World Studies/Knowledge

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 4 "School's In...Soviet Style"	In this program, we follow the progress of students in a rural and an urban school. Also examined are student-teacher attitudes, the curricula, and aspirations	5.2 Explain differences in the characteristics of the basic social institutions from prehistoric civilizations through the twentieth century	
Program 5 "Working...Soviet Style"	This program examines the role of workers and natural resources in the development of the Soviet economy. The interrelationships of government, management, and trade unions are studied as four industries are examined: a coal mine, a refrigerator factory, a timber processing plant, and dock workers on the Odessa waterfront	3.4 Compare and contrast the rights of citizens in various periods of history 4.1 Explain basic economic terms and concepts 4.3 Describe the major economic systems 4.4 Compare and contrast various historic and contemporary economic systems	

Television Series: TAX WHYS

Recommended Usage: Grade 9-The Economic, Legal, and Political Systems in Action
12-Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 1 "Taxes Raise Revenue"	Students will... recognize that taxes are required payments that are used to raise revenues to obtain resources for local, state, and federal governments	2.5 Given a list of government services, students will indicate the importance of services and sources of revenue	
	understand that taxation reduces income that could otherwise be available to individuals to purchase goods and services for their personal use	3.1 Determine opportunity cost, given a set of alternative choices	
		*8.4 Explain the relationship between the levels of taxation and the volume of government goods and services provided	
Program 2 "Taxes Influence Behavior"	explain how taxes on goods or services can discourage certain activities, since people can avoid the direct cost of these taxes by not producing, buying, or selling the goods or services that are taxed	4.5 Cite examples of how the American economic system encourages private ownership of property and private initiative in economic activity	
		*8.2 Indicate the probable impact of specific monetary and fiscal policies upon various groups	
	explain that tax deductions, credits, and exemptions encourage certain activities, since people can choose to engage in activities that are eligible for these tax reductions	8.5 Identify ways that government regulates and influences the operation of the economy	
Program 3 "Taxes Involve Conflicting Goals"	give an example in which the goal of raising revenue conflicts with the goal of reducing taxes to encourage certain activities	1.3 Suggest examples of persistent public problems	
		1.4 Identify the causes and forecast the consequences of persistent public problems	
	explain that, for a given level of government services lower taxes for some groups (or activities) implies higher taxes for other groups (or activities)	3.1 Determine opportunity cost, given a set of alternative choices	

Television Series: "SUMMER OF JUDGMENT" (The Watergate Hearings)

Recommended Usage: Grade 11- U.S. History
12- Government

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program I "The Watergate Committee"	Details the formation of the Watergate Committee and the early days of hearings. Issues discussed are public interest in the hearings, the role of humor, and ethics.	Use of all four programs in this series contribute to meeting the following objectives. *17.3 Evaluate a list of the major political changes and events 1950-1980 1.1 Recognize that a problem exists 1.2 Identify the viewpoint of parties to a problem 1.3 Identify value conflicts inherent in a problem 1.4 Determine methods of finding the most reasonable solution to a problem 2.1 Choose appropriate reference books and sources 3.2 Identify emotional words 3.3 Identify evidence of propaganda 3.4 Determine completeness and inconsistences in data 4.3 Draw conclusions 4.4 Select a rational course of action 5.2 Understand the process of how the Constitution was written and ratified	Students study "Separation of Powers" in the Constitution Students study the limitations upon the U.S. Presidency Students study political scandals of 1890's-1920's
Program II "Mitchell and Dean"	Deals with the testimony of John Mitchell and John Dean, each of whom were questioned on the role of the President in Watergate		
Program III "The White House Tapes"	Describes the committee's discovery of Nixon's taped conversations, and recounts the testimony of top aide, John Ehrlichman		
Program IV "Dirty Tricks"	Examines Haldeman's testimony, the witnesses who testified about the "Dirty Tricks" of the Nixon campaign, the House committee impeachment procedures, and effects of Watergate on the American political system		

Television Series: TAX WHYS

Recommended Usage: Grade 9-The Economic, Legal, and Political Systems in Action
12-Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 3 (cont.)	explain that, as the result of special tax treatment of certain activities and different sources of income, people with the same income may pay different amounts of taxes	3.2 Demonstrate an explicit decision-making process, given a problem and a model on which to plot alternatives and criteria 3.4 Apply the decision-making process to a local, state or national economic problem 5.3 Identify economic policies and activities that benefit but conflict with the well-being of other segments of society 8.2 Indicate the probable impact of specific monetary and fiscal policies upon various groups 8.4 Explain the relationship between the levels of taxation and the volume of government goods and services provided 8.5 Identify ways that government regulates and influences the operation of the economy	
Program 4 "Taxes Affect Different Income Groups"	Using income as a measure of ability to pay, define and give an example of: a. a progressive tax as a tax that takes a larger percentage of income from high-income groups than from low-income groups b. a regressive tax as a tax that takes a larger percentage of income from	5.3 Identify economic policies and activities that benefit but conflict with the well-being of other segments of society *8.2 Indicate the probable impact of specific monetary and fiscal policies upon various groups	

Television Series: TAX WHYS

Recommended Usage: Grade 9-The Economic, Legal, and Political Systems in Action

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 4 (cont.)	low-income groups than from high-income groups c. a proportional tax as a tax that takes the same percentage of income from all income groups explain how a combination of regressive and progressive taxes makes our overall tax system roughly proportional	*8.3 Identify examples of regressive, progressive, proportional, and ad valorem taxes and construct arguments for and against each	
Program 5 "Taxes...Can They Be Shifted?"	explain that all taxes are ultimately paid by individuals	4.2 Suggest the relationship between supply and demand from an appropriate case study 8.2 Indicate the probable impact of specific monetary and fiscal policies upon various groups	Direct and Indirect Taxes Using optional activities suggested in guide
Program 6 "Taxes...What Is Fair?"	explain that one criterion of tax fairness is benefits received, or the idea that people should pay taxes in rough proportion to the benefits they receive from government goods and services explain that a second criterion of tax fairness is ability to pay, or the idea that people with different amounts of wealth or different amounts of income should pay different amounts of taxes	*1.3 Suggest examples of persistent public problems 1.4 Identify the causes and forecast the consequences of persistent public problems 3.4 Apply the decision-making process to a local, state or national economic problem	

Television Series: WAYS OF THE LAW

Recommended Usage: Grade 9-"Economics, Legal, and Political System"
12-elective course in government

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Lesson 1-Introduction "Overview of Series"	Students and teachers will understand how to utilize the series. Students and teachers will preview segments from many of the programs in the series.		good review for teacher and students
Lesson 2 "Sources of Law"	Students will be able to name various present day Sources of Law. Students will understand the roots of the American Legal System.	Knowledge-10.3 Identify sources of authority for laws. 10.5 Explain general relationships between societal values and laws. Skills-4.4 Select a rational course of action.	*could be used in World History and U.S. History
Lesson 3 "Reasons for Law"	Students will discuss the reasons for law. Students will form their own opinions as to why we need Laws.	Knowledge-10.1 Infer what is likely to happen in the absence of government and/or law.	students should have a copy of the song and poem used in the film
Lesson 4 "Criminal Procedure" (Time For Not Thinking)	Students will understand how and why the police obtain a search warrant. Students will understand the procedure followed in processing one who has committed a crime.	Knowledge-13.3 Identify the issues in a given conflict and propose the options open to the parties in the conflict. 13.5 Evaluate the limitations of the formal legal system in settling disputes. 14.4 Given a criminal and civil court case, compare and contrast the procedures, the roles and jurisdiction of court officials.	gives an excellent summary of the procedure involved in processing an accused person

Television Series:

Recommended Usage: Grade 9-"Economics, Legal, and Political System"
12-elective course in government

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Lesson 5 "Substantive Criminal Law"	Students will be cognizant of fundamental substantive criminal law concepts. Students will appreciate the horrors of prison life.	Knowledge-10.4 Evaluate costs and benefits of specific laws. 10.5 Explain general relationship between societal values and laws. Skills-7.1 Decrease self-centered perceptions. 7.4 Increase the ability to empathize.	Contains technical vocabulary. Mime presentation may be difficult for students of low ability to understand
Lesson 6 "Law Enforcement" (Citizen's Role)	Students will understand that a great deal of the crime prevention burden is on the shoulders of the citizenry.	Knowledge-13.1 Propose how individuals, laws and agencies can contribute to the resolution of specific conflicts between individuals. 13.2 Suggest ways individuals and groups can settle disputes in and out of court. 13.3 Identify the issues in a given conflict and propose the options open to the parties in the conflict. 13.4 Describe basic principles that might be involved in seeking a solution to a given conflict. 14.3 Given a list of individuals in authoritative positions, describe the responsibility of each in cases involving problems such as child abuse, child custody, the punishment and rehabilitation of criminals, juvenile delinquency, destruction of real and personal property and consumer problems.	

Television Series: WAYS OF THE LAW

Recommended Usage: Grade 9-"Economics, Legal, and Political System"
12-elective course in government

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Lesson 6 (cont.)		15.9 Display a willingness to work to improve conditions and solve civic problems. Skills-1.2 Identify the viewpoint of parties to a problem. 1.4 Determine methods of finding the most reasonable solution to a problem.	
Lesson 7 "Law Enforcement" (Patrol Officers)	Students will appreciate the role of patrol officers in our society. Students will understand the problems involved in Law Enforcement.	Knowledge-14.3 Given a list of individuals in authoritative positions, describe the responsibility of each in cases involving problems such as child abuse, child custody, the punishment and rehabilitation of criminals, juvenile delinquency, destruction of real and personal property and consumer problems. 15.8 Develop a constructive view of public officials.	
Lesson 8 "Family Law" (Juvenile Justice)	Students will understand the juvenile justice system. Students will understand that juveniles can be tried as adults.	Knowledge-13.5 Evaluate the limitations of the formal legal system in settling disputes. 14.3 Given a list of individuals in authoritative positions, describe the responsibility of each in cases involving problems such as child abuse, child custody, the punishment and rehabilitation of criminals, juvenile delinquency, destruction of real and personal property and consumer problems.	students should study the facts of the Gault case before seeing the program

Television Series: WAYS OF THE LAW

Recommended Usage: Grade 9-"Economic, Legal and Political System in action"
12-elective course in government

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Lesson 8 (cont.)		Skills-2.1 Choose appropriate reference books and sources.	
Lesson 9 "Family Law" (Domestics)	Students will be aware of life's Family Law issues. Students will appreciate the importance of careful planning in making family decisions.	Knowledge-13.1 Propose how individuals, laws and agencies can contribute to the resolution of specific conflicts between individuals. 13.2 Suggest ways individuals and groups can settle disputes in and out of court. 14.3 Given a list of individuals in authoritative positions, describe the responsibility of each in cases involving problems such as child abuse, child custody, the punishment and rehabilitation of criminals, juvenile delinquency, destruction of real and personal property and consumer problems. Skills-7.6 Increase the ability to accept change.	
Lesson 10 "Wills and Estates"	Students will understand the consequences of leaving or not leaving a will.	Knowledge-15.1 Describe the relationship between rights and responsibilities.	
Lesson 11 "Contract Consumer Law"	Students will understand how to protect their interests when making a contract. Students will be cognizant of the components of a valid contract.	Knowledge-13.1 Propose how individuals, laws and agencies can contribute to the resolution of specific conflicts between individuals.	

Television Series: WAYS OF THE LAW

Recommended Usage: Grade 9-"Economic, Legal, and Political System"
12- elective course in government

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Lesson 11 (cont.)		14.3 Given a list of individuals in authoritative positions, describe the responsibility of each in cases involving problems such as child abuse, child custody, the punishment and rehabilitation of criminals, juvenile delinquency, destruction of real and personal property and consumer problems. Skills-3.4 Determine completeness and inconsistencies in data.	
Lesson 12 "Civil Law" (What Really Happened?)	Students will understand what a tort is and what the legal ramifications of such a civil wrong are. Students will gain an idea of what it's like to serve on a jury.	Knowledge-13.3 Identify the issues in a given conflict and propose the options open to the parties in the parties in the conflict. Skills-3.4 Determine completeness and and inconsistencies in data. 7.8 Resolve dilemmas.	
Lesson 13 "Environmental Law"	Students will be cognizant of the Environmental Law issues they must face.	Knowledge-12.4 Suggest the scope and limits of individual and group influence upon law making and policy making for each level of government. 12.5 Describe specific techniques used by groups and individuals to promote and defend their interests with government bodies. 12.6 Suggest how the legal and political system can address local, state or national problems.	

Television Series: WAYS OF THE LAW

Recommended Usage: Grade 9-"Economic, Legal and Political System"
12- elective course in government

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Lesson 14 "Due Process"	Students will understand what their Due Process rights and responsibilities at school are.	Knowledge-15.1 Describe the relationship between rights and responsibilities. 15.2 State reasons for generally agreed-upon procedures and demonstrate a predisposition to follow them. 15.9 Display a willingness to work to improve conditions and solve civic problems. 5.11 State his/her formal and informal rights and obligations given a specific issue and/or problem. Skills-1.3 Identify value conflicts inherent in a problem. 7.1 Decrease self-centered perceptions.	Students should have an adequate understanding of Supreme Court decisions, laws, etc. which pertain to discrimination, freedom of religion, speech, etc. before viewing the program
Lesson 15 "Our Legal System"	Students will understand the roles and views of two of America's leading Legal personalities.	Knowledge-10.1 Infer what is likely to happen in the absence of government and/or law. 10.3 Identify sources of authority for laws. 11.1 Explain why the national and state constitutions were created and how they can be changed. 15.8 Develop a constructive view of public officials.	Discuss possible consequences of the removal of the Bill of Rights. Program shows how to carry out an interview.

Television Series: WAYS OF THE LAW

Recommended Usage: Grade 9-"Economic, Legal, and Political System"
12- elective course in government

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Lesson 15 (cont.) "Our Legal System"	Students will understand the roles and views of two of America's leading Legal personalities.	Skills-2.2 Collect information through interviews.	*This series could be very useful in building basic skills; such as, note-taking, organizing information, building vocabulary, analyzing information, etc.

Television Series: WAYS OF THE LAW

Recommended Usage: Grade 10-World History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Lesson 2 "Sources of Law"	Students will be able to name various present day Sources of law. Students will understand the roots of the American Legal System.	Knowledge-2.1 Choose appropriate reference books and sources. 3.1 Check new data against other sources for accuracy.	

Television Series: WAYS OF THE LAW

Recommended Usage: Grade 11-U.S. History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Lesson 2 "Sources of Law"	Students will be able to name various present-day Sources of Law. Students will understand the roots of the American Legal System.	Knowledge-4.1 Organize information.	